


TEACHER MATERIALS – LAUSD



6-8 Week
Skills
Assessments

Developed for
Los Angeles Unified School District Teachers
Using *Open Court Reading 2002*

G **R** **A** **D** **E** **5**

Units 1 - 5

6-8 Week Skills Assessments (OCR 2002) for Los Angeles Unified School District

DESIGN

Unit Skills Assessments are designed to help classroom teachers and grade-level teams determine how effectively their delivery of instruction is meeting expected student learning goals in relation to concepts and skills taught in *Open Court Reading 2002*.

PURPOSE

The purpose of the Unit Skills Assessments is to help guide and plan instruction for the next unit. Subtests are based upon the content addressed in each unit and California's English-language arts content standards. Due to the limited number of test items, skills, and concepts addressed in each unit, Unit Skills Assessments are not to be used as an indicator of individual student achievement. They are tools to help educators focus on the percentage of students meeting criteria for each subtest. If teachers find over the course of at least two testing periods there is still a group of struggling students, it is advisable to utilize diagnostic testing to understand specific needs.

USE

The Unit Skills Assessments assist in determining if the class is meeting grade-level expectations for the concepts and skills taught in *Open Court Reading 2002*. If students are weak in a particular area, the teacher should look ahead to the next unit and plan for additional instruction or student practice using the materials provided by the program. Grade-level meetings may help teachers determine which skills and concepts need to be reinforced. It is advisable that teachers work together to plan the use of Open Court materials for small group instruction or go beyond the core instructional time to address specific needs.

Assessment Development Team

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The Skills Assessments are developed by the team listed above at the Reading Lions Center and Los Angeles Unified School District. They are not developed, reviewed, or published by Open Court/SRA McGraw-Hill. Subtest scores should be used for planning instruction and identifying skill areas to enhance learning.

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Overview of OCR 2002 Skills Assessments - Grade 5 2008 - 2009

for Los Angeles Unified School District

UNIT	1	2	3	4	5
GRADE 5	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing

GRADE5	Percentile	Unit 1 WCPM ²	Unit 2 WCPM	Unit 3 WCPM	Unit 4 WCPM	Unit 5 WCPM
ORAL READING FLUENCY NORMS¹	25th	85	92	99	103	106
	50th	110	119	127	131	135
	75th	139	148	156	160	164

1 Extrapolated values used by the Reading Lions Center (Sacramento County Office of Education, 2005).

2 WCPM = Words Correct Per Minute based on 2005 Norms of Hasbrouck and Tindal.

INSTRUCTIONAL UNITS - GRADE 5

Unit 1	Unit 4
Unit 2	Unit 5
Unit 3	Unit 6

MATERIALS

Each classroom set of materials includes:

- Teacher Materials Booklet
- Student Test Booklets
- Fluency Test Cards
- Skills Assessment Report Forms (Blackline Masters)

Note: Electronic reporting systems are advisable.

GENERAL PROCEDURES

Students are assessed at the end of each instructional unit listed above. The results for each student should be recorded on the Skills Assessment report form (or through an electronic reporting system) and submitted to the site administrator. Most of the assessments are administered in whole group sessions. The directions and answer keys are provided in the Teacher Materials booklet.

FOLLOW-UP AND SUPPORT BY SCHOOL PRINCIPAL

The Skills Assessment Report form (blackline master) is an evaluation tool for the classroom teacher, the site administrator, and the reading coach. The teacher is asked to note which students have not reached criterion. The teacher is expected to develop a plan of action to help improve student learning, especially for those students identified as needing intensive intervention (scoring 40% or lower).

A copy of the report form, if non-electronic, should be placed in an agreed-upon school file, by an agreed-upon date, for review by the principal. After the principal reviews the students' progress and support needs, the following actions are suggested:

1. Provide written and/or verbal feedback to the teacher on student progress and provide resources and support as needed (e.g., extended time and coaching assistance).
2. Schedule follow-up meetings with the teacher, coach, and/or whole staff as needed.

Answer Key and Directions

GRADE 5 - UNIT 1

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

FLUENCY

Teacher Directions: Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are included with the fluency materials in this booklet.

Scoring: To be at grade level the student must read at least 110 WCPM (words correct per minute) at the end of the 6th week.

25th Percentile - 85 WCPM

50th Percentile - 110 WCPM

75th Percentile - 139 WCPM

COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

Teacher Directions: Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. D 3. B 5. C 7. C 9. C
2. B 4. C 6. A 8. D 10. A

CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and answer the questions.

Scoring: To reach criterion, a student must have at least 8 correct answers. Please note that the student must correctly answer ALL parts of the question to receive credit.

Key: 1. My, I 2. It's, my 3. us, there PRONOUNS
4. ? interrogative 5. . declarative 6. . imperative KINDS OF SENTENCES
7. Tommy tucked the dusty old book under his arm. COMPLETE SUBJECT
8. Margie and her friend put their homework in the computer slot. AND PREDICATE
9. state-of-being verb 10. action verb VERBS

SOUNDS/SPELLINGS/WORD KNOWLEDGE (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions: Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. C 3. A 5. C 7. C 9. B
 2. D 4. B 6. A 8. C 10. B

VOCABULARY (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions:

Part 1: Antonyms

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

Part 2: Multiple Meanings

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

Part 3: Context Meaning

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

Part 4: Synonyms

Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. C 3. B 5. C 7. D 9. D
 2. D 4. D 6. B 8. A 10. B

WRITING (Recommended Time: 45-50 minutes, uninterrupted)

Teacher Directions: Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

Answer Key and Directions

GRADE 5 - UNIT 2

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

FLUENCY

Teacher Directions: Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are included with the fluency materials in this booklet.

Scoring: To be at grade level the student must read at least 119 WCPM (words correct per minute) at the end of the 12th week.

25th Percentile -	92 WCPM
50th Percentile -	119 WCPM
75th Percentile -	148 WCPM

COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

Teacher Directions: Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key:	1. D	3. A	5. B	7. B	9. C
	2. C	4. C	6. D	8. A	10. B

CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and answer the questions.

Scoring: To reach criterion, a student must have at least 8 correct answers. Please note that the student must correctly answer ALL parts of the question to receive credit.

Key:	1. C	2. D	PUNCTUATION
	3. national geographic		
	4. john goodricke english		
	5. richmond, virginia		CAPITALIZATION
	6. Dr. Andrew Miller		
	7. 1041 Hillside Avenue		
	8. Sydney, Australia 53981		CAPITALIZATION/PUNCTUATION
	9. C		
	10. B		CONTRACTIONS/UNDERLINING/QUOTATION MARKS

SOUNDS/SPELLINGS/WORD KNOWLEDGE (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions: Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. D 3. C 5. B 7. C 9. B
 2. A 4. A 6. B 8. A 10. A

VOCABULARY (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions:

Part 1: Antonyms

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

Part 2: Multiple Meanings

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

Part 3: Context Meaning

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

Part 4: Synonyms

Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. C 3. B 5. B 7. A 9. D
 2. D 4. C 6. C 8. B 10. A

WRITING (Recommended Time: 45-50 minutes, uninterrupted)

Teacher Directions: Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

SOUNDS/SPELLINGS/WORD KNOWLEDGE (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions: Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. A 3. A 5. D 7. C 9. D
 2. B 4. B 6. C 8. B 10. B

VOCABULARY (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions:

Part 1: Antonyms

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

Part 2: Multiple Meanings

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

Part 3: Context Meaning

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

Part 4: Synonyms

Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. B 3. D 5. C 7. C 9. D
 2. C 4. D 6. A 8. B 10. A

WRITING (Recommended Time: 45-50 minutes, uninterrupted)

Teacher Directions: Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

SOUNDS/SPELLINGS/WORD KNOWLEDGE (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions: Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. B 3. B 5. C 7. B 9. B
 2. C 4. A 6. D 8. A 10. A

VOCABULARY (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions:

Part 1: Antonyms

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

Part 2: Multiple Meanings

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

Part 3: Context Meaning

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

Part 4: Synonyms

Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. C 3. A 5. A 7. D 9. D
 2. B 4. D 6. B 8. A 10. C

WRITING (Recommended Time: 45-50 minutes, uninterrupted)

Teacher Directions: Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

Answer Key and Directions

GRADE 5 - UNIT 5

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

FLUENCY

Teacher Directions: Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are included with the fluency materials in this booklet.

Scoring: To be at grade level the student must read at least 135 WCPM (words correct per minute) at the end of the 30th week.

25th Percentile - 106 WCPM
50th Percentile - 135 WCPM
75th Percentile - 164 WCPM

COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

Teacher Directions: Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. D 3. A 5. B 7. D 9. D
 2. B 4. C 6. A 8. B 10. C

CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and answer the questions.

Scoring: To reach criterion, a student must have at least 8 correct answers. Please note that the student must correctly answer ALL parts of the question to receive credit.

Key: 1. both 2. predicate 3. subject FRAGMENTS
4. Traveling in keelboats along the Missouri River, Lewis and Clark slowly made their way westward.
5. For the Plains Indians of North America, the buffalo provided jerky, moccasins, and tools. COMMAS WITH INTRODUCTORY PHRASES/COMMAS IN A SERIES
6. 804 Seaside Way
7. Los Angeles, CA 90210

PUNCTUATION AND CAPITALIZATION IN FRIENDLY/BUSINESS LETTERS

CHECKING SKILLS, cont.

- 8. Wong Ming-Chung and Uncle were working abandoned claims, but fortunately they found valuable gold flakes on the cabin floors.
- 9. Because Arliss would not let go of her cub, the mother bear was ready to attack.
- 10. Bill Pickett, a bulldogger from Texas, performed all around the world in traveling Wild West shows. COMMAS WITH INDEPENDENT AND SUBORDINATE CLAUSES/APPOSITIVES

SOUNDS/SPELLINGS/WORD KNOWLEDGE (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions: Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to "No mistake."

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. B 3. A 5. A 7. A 9. B
 2. C 4. B 6. B 8. C 10. B

VOCABULARY (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions:

Part 1: Antonyms

Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

Part 2: Multiple Meanings

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

Part 3: Context Meaning

Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

Part 4: Synonyms

Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

Scoring: To reach criterion, a student must have at least 8 correct answers.

Key: 1. A 3. D 5. D 7. B 9. A
 2. B 4. C 6. A 8. C 10. D

WRITING (Recommended Time: 45-50 minutes, uninterrupted)

Teacher Directions: Refer to the "General Directions for Writing Assessment" and scoring rubrics included in this booklet.

NOTES

General Directions for Administration of the Optional Oral Reading Passages for the Oral Fluency Subtest

- *This test is administered individually.*
- *Passages are to be administered consecutively during one uninterrupted session.*
- *The purpose of this test is to measure reading rate (automaticity) and accuracy.*
- *For this assessment to be reliable, it must be based on a “cold” reading.*
- *Choose a quiet location in the classroom to administer the test where other students cannot hear the story being read.*
- *Do NOT have students rehearse or browse the stories before they are administered.*
- *Do NOT have students practice reading individual words that may be problematic before the test is administered.*

MATERIALS:

1. Students' (cardstock) copies of Passage #1 and Passage #2
2. Examiner's (numbered) copies of Passage #1 and Passage #2
3. Stopwatch - *optional*
4. Tape recorder - *optional* (Tape recorders facilitate error analysis.)

DIRECTIONS FOR PASSAGES #1 AND #2:

1. Place the cardstock copy in front of the student.
2. Place the numbered copy in front of you. Shield it so the student cannot see what you record.
3. Say these specific directions to the student for Passage #1:
*When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don't know, I will say the word for you. **Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.***
4. Say “Begin” and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, say the word, mark it as incorrect, then start your stopwatch.
5. Follow along on your copy. Put a slash (/) through words read incorrectly.
6. If a student stops or struggles with a word for 3 seconds, say the word and mark it as incorrect.
7. At the end of 1 minute, place a bracket (]) after the last word and say, “Stop.”
8. Repeat for Passage #2, following the directions in steps 3-7.

SCORING PROCEDURE:

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals (Each reversal is counted as one error.). Self-corrections and word repetitions are NOT marked as errors.

Add the total number of words read, subtract the errors, and write the number of words the student read correctly in the box in the bottom right-hand corner of the page. On the Skills Assessment Report, enter scores (WCPM) for both Passage #1 and Passage #2. Then take the average of the two scores and enter the “averaged” score. When all students have completed the fluency assessment, record classroom totals in the boxes provided (# of students tested, # of students at/above 50th percentile for WCPM, and % of students at/above 50th percentile for WCPM).

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Eight of the ficus trees in the school’s courtyard 9
 were looking unhealthy. They were wilted and could 17
 soon perish. A cure needed to be discovered at once. 27
 The school community was mystified. Therefore, the 34
 botany club was placed in charge of the dilemma. 43
 This frazzled group felt the extreme pressure. The 51
 club devised a contest to determine how to save the 61
 school’s precious vegetation. The students’ biggest 67
 concern was that perhaps no one would discover a 76
 way to revive the plants. 81
 After hearing about the contest, Rob and Jon 89
 formed a two-man team. The following weekend, 97
 Jon drove to a neighboring town to get an unusual 107
 fertilizer for the beloved plants. 112
 On Monday morning, tension was apparent in 119
 Rob’s face as he paced back and forth in front of the 131
 school waiting for Jon’s arrival. He watched with 139
 nervous anticipation. Soon he spied the bus as it 148
 slowed and stopped at the curb. When he saw his 158
 friend disembark, Rob hoped the solution had been 166
 found. As Jon exited, Rob noticed that he held a 176
 bottle of pellets in his hand. Jon waved and yelled, 186
 “Our plants are saved!” 190
 The young future scientists won the contest. 197
 The club project was successful although further 204
 research to discover a permanent cure for the ailing 213
 plants would be necessary. 217

EVALUATING CODES FOR ORAL READING	
sky (/) word read incorrectly	
blue sky (^) inserted word	
(□) after the last word read	

Comments:

FLUENCY SCORE	
Number of Words	
Read Per Minute:	_____
Number of Errors:	— _____
Number of Words	
Read Correctly:	_____
Passing Criterion	
(50th %ile)	= 110

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Athletes gather at the starting line of the Boston Marathon. The sun peeks over the horizon. Wind blows toward Peter and then drifts westward across the river into town. The scene crackles with excitement. As tension builds, racers squint their eyes and flex their muscles. No words are spoken as they move into position. There are hundreds of people participating every year, each individual with a different reason for being there.

Peter is a rookie sports reporter. When the editor assigned today’s work, he told Peter to cover the competition from beginning to end. The rookie knows his first assignment may determine his future success as a writer. He breaks out in a cold sweat. His first story must be interesting and well written. Removing his fleece gloves, Peter’s fingers sting with the morning chill. Nervously, he cracks his knuckles.

As Peter takes his pencil and writes a few preliminary notes, a gun signals the start of the twenty-six mile race. Should he focus on the leading racers? Who will reach the finish line first? Some, he knows, won’t cross until late afternoon. Some won’t complete the race. Will something sensational happen? Peter panics. He must decide on the main focus of his story. His editor wants the finished article on his desk before the 8:00 p.m. deadline.

EVALUATING CODES FOR ORAL READING

sky (/) word read incorrectly
 blue sky (^) inserted word
 (□) after the last word read

Comments:

FLUENCY SCORE

Number of Words
 Read Per Minute: _____

Number of Errors: — _____

Number of Words
 Read Correctly: _____

Passing Criterion
 (50th %ile) = 110

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Captain Gore, an android, had a new mission. He had been summoned from his home planet, Zan, located in the Star Galaxy. He was assigned to guard agents returning to Zan from Earth. The diplomats were carrying secret documents to their homeland. Word had reached them that cruel and hostile invaders were roaming the universe. The agents had requested Gore’s protection. Soon a convoy retrieved the agents and headed back to Zan.

The fleet of starships whizzed around several galaxies. Then without warning, the main ship’s computer broke down. The convoy was stranded between two stars. Hastily, the captain’s engineer fixed the broken mainframe.

During the stop, Gore received a dire message. It was sent by high-frequency waves. The commander was alarmed. An armada of attacking raiders was headed their way. He quickly sought the advice of his most trusted crewman. When the assistant arrived, Gore explained the situation. He asked for suggestions. The assistant helped his captain consider all possible options.

Suddenly lights flashed. Sirens blared. The ship’s gadgets had detected a huge comet. It was speeding directly at Gore’s transport vehicle. Right away, he shouted “Mach 90!” He had to prevent his fleet from being demolished. Luckily, the spaceships narrowly avoided the impending collision. The attacking raiders were taken off guard. The rogues were destroyed.

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EVALUATING CODES FOR ORAL READING	
sky (/)	word read incorrectly
blue ^ sky (^)	inserted word
	(□) after the last word read

Comments:

FLUENCY SCORE	
Number of Words	
Read Per Minute:	_____
Number of Errors:	— _____
Number of Words	
Read Correctly:	_____
Passing Criterion (50th %ile)	= 119

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Ancient cultures observed the stars and wondered
 about their origin. Ursa Major is visible in northern
 skies. This star pattern is one of the better known and
 easier to find constellations. It is often the first star
 formation people learn to recognize. Ursa Major is one of
 the largest celestial groups and contains the famous Big
 Dipper.

People once thought the Big Dipper looked like a
 wagon. Others thought it was a plow or a bull’s thigh.
 They often named star groups after gods or other mythical
 creatures. Lacking scientific knowledge, elaborate stories
 were created. These tales helped explain why the shining
 images appeared in night skies.

Native American Indians created myths, too. They
 called the Big Dipper the Great Bear. The handle of the
 Dipper was the Great Bear’s tail, and the Dipper’s cup
 was the Bear’s flank. Other Indians believed the “bowl”
 was a giant bear and the last stars of the handle were
 three warriors chasing it. Because the Big Dipper sits
 low in the autumn sky, it was thought that hunters had
 injured the bear. American Indians believed the blood
 from the bear’s injury caused the trees to change color.
 This legend helped explain why leaves turned red in the
 fall.

The best time to observe the Big Dipper is on a
 moonless night when stars appear to be brightest.

EVALUATING CODES FOR ORAL READING	
sky (/)	word read incorrectly
blue sky (^)	inserted word
(□)	after the last word read

Comments:

FLUENCY SCORE	
Number of Words	
Read Per Minute:	_____
Number of Errors:	— _____
Number of Words	
Read Correctly:	_____
Passing Criterion	
(50th %ile)	= 119

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Improved working conditions for the migrant farm worker is the legacy of Cesar Chavez. While growing up, his own family was forced to move from farm to farm. They followed seasonal, maturing crops. When he was only ten years old, he worked in the fields. He became aware of the awful working conditions Latino migrants endured. He watched husbands and wives labor side by side. Chavez saw the hardships his people faced each day.

Chavez attended over sixty-five different schools. Then he joined the navy. After serving his country, he returned to work as a farm laborer. He observed more hardships. Workers were given short-handled hoes for tending the fields. When people used this tool, they were forced to bend over all day. This caused severe back pain. Several families lived together in small, one-room dwellings. Sanitary facilities were poor. There were few medical services for either adults or children.

Cesar Chavez was enraged. He wanted his people to be treated with respect. He quit his job and began organizing the workers. After a few successes, he convinced grape pickers to strike. This resulted in a five-year boycott. The nation watched with interest. Although he was a pacifist, hostile conflicts with the growers occurred. Yet, under the leadership of Chavez, agreements were reached between laborers and farm owners.

EVALUATING CODES FOR ORAL READING	
sky (/)	word read incorrectly
blue sky (^)	inserted word
(□)	after the last word read

Comments:

FLUENCY SCORE	
Number of Words Read Per Minute:	_____
Number of Errors:	— _____
Number of Words Read Correctly:	_____
Passing Criterion (50th %ile)	= <u>127</u>

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

In the 1850s, men from China traveled to this 9
 country in large numbers. They were seeking a better 18
 life. The men sought work anywhere. When they earned 27
 enough money, they planned to send for their families. 36
 At this same time, people in the United States were 46
 moving west. They needed a safe and practical means 55
 of transportation across the country. Traveling from the 63
 East Coast to the West Coast was treacherous. Wagon 72
 trains were slow and awkward. Sailing around the tip 81
 of South America was hazardous. Businessmen knew 88
 building a railroad was the answer. Yet, the perilous 97
 task would be costly. It would also be labor intensive. 107
 They decided to build a cross-country, iron railway in 117
 spite of the problems. 121
 Many laborers were needed. Chinese men were 128
 desperate for work. The immigrants were hired right 136
 away because their manual labor was cheap. Thousands 144
 accepted the tedious, dangerous job. The men had to level 154
 the land and lay heavy wooden ties and steel rails. They 165
 blasted tunnels with dynamite. They toiled in freezing 173
 mountains. They labored in burning-hot deserts. Workers 181
 faced many harsh conditions. They had to endure severe 190
 weather, shortages of food and water, and perilous 198
 terrain. Many died. Others persevered. The last spike 206
 connected the Union Pacific and the Central Pacific 214
 Railroads on May 10, 1869. Thanks to Chinese workers, 223
 people could now travel across the continent. 230

EVALUATING CODES FOR ORAL READING

sky (/) word read incorrectly
 blue sky (^) inserted word
 (□) after the last word read

Comments:

FLUENCY SCORE

Number of Words
 Read Per Minute: _____

Number of Errors: — _____

Number of Words
 Read Correctly: _____

Passing Criterion
 (50th %ile) = 127

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Many legends and myths grew around the heroic
men and women who founded our country. Some of the
more popular stories are about Betsy Ross and George
Washington.

We know Betsy Ross was a seamstress. However, we
cannot be certain the first flag of the thirteen colonies
was designed and sewn by her. This story was originally
told by one of her grandsons. Whether this tale was real
or fictional, no one knows for sure. The story encouraged
patriotism and love of country. Proud colonists rallied
around the flag, as well as the legend.

Myths were told about George Washington.
Supposedly, he cut down a cherry tree and later
confessed to his father. Was the story true? To the
contrary, a friend made up this folktale. The friend was
trying to impress others about how honest Washington
really was. Another legend is he threw a silver dollar
across the Potomac River. Did he actually do it? The
answer is no. This waterway is a mile wide, making such
a feat impossible. Also, silver dollars didn’t exist when
Washington was alive. To this day, many people believe
he wore false teeth made of wood. This sparks a smile
because, while he did wear false teeth, the truth is
stranger yet. Washington’s dentures were made from
human teeth, cow teeth, and carved elephant tusks.
They were extremely uncomfortable.

These stories, though not factual, are colorful tales
about America’s fight for independence from England.

EVALUATING CODES FOR ORAL READING	
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blue ^ sky (^)	inserted word
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Comments:

FLUENCY SCORE	
Number of Words	
Read Per Minute:	_____
Number of Errors:	— _____
Number of Words	
Read Correctly:	_____
Passing Criterion (50th %ile)	= <u>131</u>

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

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Colonists from various races fought for our
 country during the Revolutionary War. About five
 thousand were sons and grandsons of freed slaves.
 They were present during the first battles in April
 1775. Soldiers of African descent fought in every
 major battle. These brave men played a vital part
 in winning freedom from England.

Some joined the Navy. Others served in the
 Army. They suffered beside fellow starving, freezing,
 and dying soldiers. Dozens fought in General
 Washington’s regiment. The first African-American
 officer was Sam Middleton. He led a brave, black
 unit during the war.

James Forten was only fourteen years old when
 he joined the Navy. He was a powder boy on the
 Royal Louis. After little more than a month at sea,
 the British captured the ship’s crew. James was
 held prisoner for seven months. He had a chance to
 escape by hiding in an officer’s trunk. The officer
 was being exchanged for a British prisoner. James
 allowed a younger boy to take the space. James was
 finally released when he became part of a hostage
 exchange.

Today, military records reveal the names of
 many freed slaves who fought in this war. Indeed,
 they were a part of the “Spirit of 1776.”

EVALUATING CODES FOR ORAL READING

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 blue sky (^) inserted word
 (□) after the last word read

Comments:

FLUENCY SCORE

Number of Words
 Read Per Minute: _____

Number of Errors: — _____

Number of Words
 Read Correctly: _____

Passing Criterion
 (50th %ile) = 131

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

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In the summer of 1896, gold fever spread like wildfire across North America. According to rumors, someone had found gold near the Klondike River in Canada. Hopeful men and women were stricken with gold fever. People combed western Canada and Alaska in search of the precious metal. Nome, Alaska, was first settled as a mining camp. It became an important hub of the gold rush. Fortune seekers relied on the growing city for supplies.

Prospectors grumbled but were willing to face the hardships. They chose to endure the harsh, frigid weather for a chance to become wealthy. Lives were lost in the freezing, arctic climate. Gritty miners searched the land for hidden riches. Burros plodded beside their masters with huge boxes of mining supplies. They were also laden with food items such as flour, beef jerky, and beans. Fresh vegetables were scarce.

There were many other hazards. Danger lurked everywhere. A ghastly fate awaited anyone who stumbled upon a grizzly bear. Bandits often robbed miners of their gold.

Some lucky miners struck gold in the mother lode. They filled their coffers with treasure. Most, however, returned home empty handed.

EVALUATING CODES FOR ORAL READING

sky (/) word read incorrectly
 blue ^ sky (^) inserted word
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Comments:

FLUENCY SCORE

Number of Words
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Number of Words
 Read Correctly: _____

Passing Criterion
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Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

The Oregon Trail began in Saint Louis, Missouri. 8
 Pioneers were hoping to establish homesteads in the 16
 West. Settlers were advised to only pack basic food 25
 items. With drinking water, clothing, and cooking 32
 utensils, a covered wagon weighed more than three tons. 41
 Some people tried to take too much. So the trail was 52
 littered with abandoned belongings. 56
 The westward migration began in early spring. 63
 Pioneers needed to make it across the mountains before 72
 winter. The people and livestock required water. 79
 They also needed relief from the sizzling sun. For these 89
 reasons, the trail followed various rivers. Oregon’s 96
 Columbia River marked the final leg of the journey. 105
 Pioneers were robust people. They had a great sense 114
 of adventure. Fathers drove the wagons. Mothers and 122
 young children rode in the wagons. Older sons and 131
 daughters herded animals alongside the caravan. 137
 The wooden wagon seats were hard and uncomfortable. 145
 To get relief, banged and bruised riders jumped off their 155
 wagons and walked. 158
 Encounters with hostile Indians were not very 165
 common. Contrary to old, western movies, “circle the 173
 wagons” was not a cry to fend off Indians. It was an 185
 order by the wagon master. It meant it was time to form 197
 a corral for horses and oxen. 203
 The journey wasn’t always unbearable. Settlers took 210
 time to have fun. They told stories, sang, and danced 220
 around the campfire. 223

EVALUATING CODES FOR ORAL READING

sky (/) word read incorrectly
 blue sky (^) inserted word
 (□) after the last word read

Comments:

FLUENCY SCORE

Number of Words
 Read Per Minute: _____

Number of Errors: — _____

Number of Words
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Passing Criterion
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General Directions for Writing Assessment

GRADE 5 OCR 2002

PREPARATION:

Throughout the unit, prepare students for the Writing assessment:

- by teaching the Writing Process and cultivating student conceptual depth through the use of the Concept Question Board and oral discussion
- by encouraging students to take notes on specific facts and details from expository text and to record them on index cards or in their Writer's Notebook
- by assuring that students complete the requested writing in the *Inquiry Journal* to promote self-reflection, higher thinking skills, and organizational skills.

DAY 1:

1. On the day of the assessment, provide clean paper and pencils.
2. Have students label the paper with their names and the date.
3. Explain to students that the assessment will be conducted over a 2 day period.
4. Allow 60 minutes for students to pre-write, plan, organize their thoughts, and write their first draft using the checklist as a guide.
5. **On day one only**, allow students to refer to their notes, Writer's Notebook and/or *Inquiry Journal* to scaffold their expository text.
6. Collect the papers of students at the end of the hour and save them for distribution on Day 2.

DAY 2:

On Day 2, students will have 60 minutes to revise their first draft and to produce a finished product.

EVALUATION:

1. Following the assessment, collect the papers.
2. Use the "Four Point Rubric" found in the back of the *Teacher Materials* booklet to evaluate individual student's writing by assigning a point value, 0-4, for each rubric category: genre, writing traits, and conventions.
3. Record the scores for each category on the Classroom Writing Assessment Report. Blackline Masters are provided at the end of this booklet. The Reading Lions Center grants permission to copy these pages as needed.
4. Utilize the data recorded on these pages to drive your instruction in the Writing Process and to form flexible groups during Independent Work time/Workshop to meet individual student's needs.

PROMPTS:

Prompts vary by unit and are correlated to the theme of the unit.

Unit 1	Narrative	Unit 4	Persuasive
Unit 2	Expository (Article)	Unit 5	Expository
Unit 3	Narrative		

Narrative Writing Assessment Prompt

Situation: You are writing a personal account of a time you had to cooperate with your class or teammates, and didn't get to do something your way, in order to win a game or complete a project.

Audience: Your classmates

Directions: Think about the stories you read in the *Cooperation and Competition* unit. Tell about a time you had to cooperate with your class or teammates in order to win a game or complete a project, even though you did not get to do something your way. Write a multiple-paragraph narrative about how you and your team or class had to work together. Describe in detail the setting, the situation, your conflict, and your thoughts, feelings and actions. Include an ending that shows how cooperation and competition helped win the game or complete the project.

Quality Levels	2.0 Applications (Genre) <i>Grade 5 Standard 2.1</i>	1.0 Writing Strategies (Traits) <i>Grade 5 Standard 1.1</i>	1.0 WOEL (Conventions) <i>Grade 5 Standards 1.1 - 1.5</i>
4 Advanced	<ul style="list-style-type: none"> Establishes a fully-developed narrative situation with a clear point of view, definite setting and obvious conflict Depicts the events of a situation with unique thoughts, feelings, and actions painting a clear picture for the reader Describes vividly the course of action and conflict 	<ul style="list-style-type: none"> Writes a multiple-paragraph narrative that clearly establishes a well-developed situation and conflict Supporting paragraphs include carefully selected sensory description that provides the reader a clear understanding of the course of action, and how cooperation and/or competition helped the author win a game or complete a project Setting and situation are vividly described The narrative has a reflective ending 	<ul style="list-style-type: none"> Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors do not interfere with the reader's understanding of the writing
3 Proficient	<ul style="list-style-type: none"> Establishes a developed narrative situation stating the author's point of view, the resulting conflict and the setting in which it took place (2.1a) Shows, rather than tells, the events of the situation including thoughts, feelings and actions (2.1b) Describes the course of action and conflict (2.1b) 	<ul style="list-style-type: none"> Writes a multiple-paragraph narrative that includes a situation that illustrates cooperation and/or competition and includes a conflict (1.1a) Supporting paragraphs include description about the course of action, and how cooperation and/or competition helped the author win a game or complete a project Setting is clearly described The narrative has a clear ending 	<ul style="list-style-type: none"> Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors do not interfere with the reader's understanding of the writing
2 Partially Proficient	<ul style="list-style-type: none"> Establishes a narrative situation with a point of view and setting but vaguely mentions the conflict Events of the situation are listed with little attention to thoughts, feelings, or actions The course of action is indicated, but not described 	<ul style="list-style-type: none"> Writes a multiple-paragraph narrative that has limited development of situation and conflict Supporting paragraphs lack description about the course of action, and how cooperation and/or competition helped the author win a game or complete a project Setting is vaguely described The narrative may not have a clear ending 	<ul style="list-style-type: none"> Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors may interfere with the reader's understanding of the writing
1 Not Proficient	<ul style="list-style-type: none"> Narrative situation is not developed and may not identify a setting or conflict Events of the situation may be listed, but not connected. Little or no mention of thoughts, feelings or actions Course of action may or may not be indicated 	<ul style="list-style-type: none"> Writes a limited narrative that lacks development (or may merely list ideas) Few or no supporting paragraphs with little or no description about the course of action or how cooperation and/or competition helped the author win a game or complete a project Setting may or may not be indicated The narrative may end abruptly 	<ul style="list-style-type: none"> Contains numerous errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors interfere with the reader's understanding of the writing

Expository [Article] Writing Assessment Prompt

Situation: You are writing an informational article on space exploration for a magazine called *Kid's Astronomy*.

Audience: Children

Directions: Think about the information that you have read in the **Astronomy** unit. Select one major scientific invention used to explore outer space. Write a multiple-paragraph informational article with an introduction. Give at least two examples of how this invention has helped space exploration. Include supporting facts and details. Write a concluding paragraph that summarizes important points.

Quality Levels	2.0 Applications (Genre) <i>Grade 5 Standard 2.3</i>	1.0 Writing Strategies (Traits) <i>Grade 5 Standard 1.2</i>	1.0 WOEL (Conventions) <i>Grade 5 Standards 1.1 - 1.5</i>
4 Advanced	<ul style="list-style-type: none"> Establishes a strong topic that identifies a scientific invention and explains in depth how it has helped space exploration Develops the topic with well-selected facts, details, and authentic examples that help the reader get a realistic idea of the contribution to space exploration 	<ul style="list-style-type: none"> Writes a multiple-paragraph article that establishes a well-defined focus on the invention's contribution to space exploration Clearly supports the focus with carefully chosen details and transitional expressions that link one paragraph to another in a well-planned and logical order Includes an introduction that orients the reader and concluding paragraph that summarizes the main ideas and details 	<ul style="list-style-type: none"> Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors do not interfere with the reader's understanding of the writing
3 Proficient	<ul style="list-style-type: none"> Establishes a topic that identifies a scientific invention and explains at least two ways it has helped space exploration (2.3 b) Develops the topic with simple facts, details and examples (2.3 c) 	<ul style="list-style-type: none"> Writes a multiple-paragraph informational article that establishes a focus on the invention's contribution to space exploration or advancement (1.2 a) Supports the focus with details and transitional expressions that link one paragraph to another in a logical order (1.2 b) Includes appropriate introduction and concluding paragraph that summarizes important ideas and details (1.2 c) 	<ul style="list-style-type: none"> Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors do not interfere with the reader's understanding of the writing
2 Partially Proficient	<ul style="list-style-type: none"> Establishes a topic that may or may not identify a scientific invention's contribution to space exploration Develops the topic with limited facts, details or examples that may not be relevant 	<ul style="list-style-type: none"> Writes an article that may not clearly stay focused on the invention's contribution Generally supports the focus with details and transitional expressions that may be vague and may not clearly link paragraphs together May include an introduction and concluding paragraph that does not summarize the main ideas and details 	<ul style="list-style-type: none"> Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors may interfere with the reader's understanding of the writing
1 Not Proficient	<ul style="list-style-type: none"> Idea is vague, does not clearly identify a scientific invention or explain its contribution to space exploration Topic includes general statements or opinions instead of facts, details, or examples 	<ul style="list-style-type: none"> Writes a single paragraph that does not stay focused on an invention's contribution to space exploration or advancements in space Few details are provided and no transitional expressions are used to link paragraphs May include an introduction, but ends abruptly with no summary of the main ideas 	<ul style="list-style-type: none"> Contains numerous errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors interfere with the reader's understanding of the writing

Narrative Writing Assessment Prompt

Situation: Your class is creating a book of family stories based on traditions.

Audience: Your classmates

Directions: Think about the selections you read and the discussions you had in the *Heritage* unit, then think about one of your family’s traditions. Write a multiple-paragraph narrative about one time when this tradition was especially memorable to you. As you write, be sure to describe this tradition for the reader who may not be familiar with it. Conclude your narrative by telling why this event was memorable.

Quality Levels	2.0 Applications (Genre) <i>Grade 5 Standard 2.1</i>	1.0 Writing Strategies (Traits) <i>Grade 5 Standard 1.1</i>	1.0 WOEL (Conventions) <i>Grade 5 Standards 1.1 - 1.5</i>
<p>4 Advanced</p>	<ul style="list-style-type: none"> Fully develops the storyline, the point of view, and setting to paint a clear picture of the event for the reader Shows through vivid description, details, actions, or dialogue, the sequence of events Elaborates on why the tradition (the one-time event) is special or memorable 	<ul style="list-style-type: none"> Writes a multiple-paragraph narrative that establishes a well-developed situation or sequence of events There is a fully-developed description of the setting A concluding paragraph is clear and well developed 	<ul style="list-style-type: none"> Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors do not interfere with the reader’s understanding of the writing
<p>3 Proficient</p>	<ul style="list-style-type: none"> Clearly establishes the storyline, point of view, and setting (2.1 a) Shows, rather than tells, the events of the story (2.1 b) Describes why the tradition (the one-time event) is special or memorable 	<ul style="list-style-type: none"> Writes a multiple-paragraph narrative that establishes and develops a situation or sequence of events (1.1 a) Describes the setting (1.1 b) Presents an ending (a concluding paragraph) (1.1 c) 	<ul style="list-style-type: none"> Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors do not interfere with the reader’s understanding of the writing
<p>2 Partially Proficient</p>	<ul style="list-style-type: none"> Writes a narrative that vaguely alludes to the storyline, point of view, and setting Few facts, details and examples are given to describe the event There is not a clear picture of why the tradition (the one-time event) is special or memorable 	<ul style="list-style-type: none"> Writes multiple-paragraph narrative that may not establish or has limited development of the situation or sequence of events Supporting paragraphs lack description of the setting Concluding paragraph is vague 	<ul style="list-style-type: none"> Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors may interfere with the reader’s understanding of the writing
<p>1 Not Proficient</p>	<ul style="list-style-type: none"> Writes a narrative that may not establish the storyline, point of view, and setting There is little or no description of the event There is no explanation for why the tradition (the one-time event) is special or memorable 	<ul style="list-style-type: none"> Writes a narrative that does not establish or has no development of a situation or sequence of events Few or no supporting paragraphs with little or no detail about the setting There is no concluding paragraph 	<ul style="list-style-type: none"> Contains numerous errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors interfere with the reader’s understanding of the writing

Persuasive Writing Assessment Prompt

Situation: You are writing a speech to take a stand whether or not to accept the newly-written Constitution.

Audience: Members of the Congress

Directions: Think about the stories you read in the ***Making a New Nation*** unit. Decide on a clear position whether or not to accept the newly-written Constitution. Persuade members of Congress on your position. Give at least two reasons why your position is correct. Address your readers’ concerns. Conclude with a paragraph that ties your ideas together.

Quality Levels	2.0 Applications (Genre) <i>Grade 5 Standard 2.4</i>	1.0 Writing Strategies (Traits) <i>Grade 5 Standard 1.2</i>	1.0 WOEL (Conventions) <i>Grade 5 Standards 1.1 - 1.5</i>
<p>4 Advanced</p>	<ul style="list-style-type: none"> Establishes a clear, well-crafted position on the issue of signing the Constitution Supports the position convincingly and logically with arguments and relevant and pertinent evidence and details for each argument Organization is clear, follows a sound logical pattern and highlights key points to make the argument 	<ul style="list-style-type: none"> Writes a multiple-paragraph position paper that clearly establishes a topic (the position) and the important supporting ideas, in a convincing, logical sequence Clearly supports the focus with carefully chosen details and transitional expressions that link one paragraph to another in a well-planned logical order Concluding paragraph summarizes important details and provides closure to the arguments and clearly restates the position 	<ul style="list-style-type: none"> Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors do not interfere with the reader’s understanding of the writing
<p>3 Proficient</p>	<ul style="list-style-type: none"> States a clear position on the issue of signing the Constitution (2.4 a) Supports the position logically with arguments and relevant evidence and details for each argument (2.4 b) Organization is clear and follows a simple organizational pattern (2.4 c) Reader’s concerns about signing (pros/cons) are addressed (2.4 d) 	<ul style="list-style-type: none"> Writes a multiple-paragraph position paper that establishes a topic (the position) and the important supporting ideas, in a logical sequence (1.2 a) Supports the focus with details and transitional expressions that link one paragraph to another in a logical order (1.2 b) Concluding paragraph summarizes important ideas and restates the position (1.2 c) 	<ul style="list-style-type: none"> Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors do not interfere with the reader’s understanding of the writing
<p>2 Partially Proficient</p>	<ul style="list-style-type: none"> States a vague position that lacks clarity on the issue of signing the Constitution Supports the position with weak arguments and evidence or details that may be irrelevant or inconclusive Organization is loosely constructed and may not follow a logical pattern Reader’s concerns about signing (pros/cons) may be acknowledged 	<ul style="list-style-type: none"> Writes a limited multiple-paragraph position paper that alludes to a topic (the position) and includes some supporting and sequential ideas Generally supports the focus with details and transitional expressions that may be vague and may not clearly link paragraphs together Concluding paragraph may merely restate the position or summarize a previous idea 	<ul style="list-style-type: none"> Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors may interfere with the reader’s understanding of the writing
<p>1 Not Proficient</p>	<ul style="list-style-type: none"> Position may or may not be taken on the issue of signing the Constitution Position may or may not be supported by any arguments, evidence or details Organization is lacking and may be a mere listing of items The reader’s concerns about signing (pros/cons) are not addressed 	<ul style="list-style-type: none"> Writes a single-paragraph position paper that may or may not include a topic (the position) and/or supporting and sequential ideas Few details are provided and no transitional expressions are used to link paragraphs May include an introduction but ends abruptly with no summary of the main ideas 	<ul style="list-style-type: none"> Contains numerous errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors interfere with the reader’s understanding of the writing

Expository [Informational Article] Writing Assessment Prompt

Situation: You are writing an informational composition about the struggles of the pioneers or Native Americans.

Audience: Your classmates

Directions: Think about the stories you read in the *Going West* unit. The pioneers and Native Americans suffered many trials during the westward movement. You may choose to write about the pioneers or the Native Americans. Describe two or more struggles using facts and details. Tell how they dealt with their challenges. Organize your ideas in a logical order. Include an introduction and a concluding paragraph. Use transition words that connect your paragraphs.

Quality Levels	2.0 Applications (Genre) <i>Grade 5 Standard 2.3</i>	1.0 Writing Strategies (Traits) <i>Grade 5 Standard 1.2</i>	1.0 WOEL (Conventions) <i>Grade 5 Standards 1.1 - 1.5</i>
4 Advanced	<ul style="list-style-type: none"> Establishes a strong, controlling idea that identifies struggles of the pioneers or Native Americans and is supported with appropriate evidence that illustrates how either group dealt with the challenges Develops the topic with well-selected facts and details that help the reader have a realistic image of the struggles 	<ul style="list-style-type: none"> Writes a multiple-paragraph article that establishes a well-defined focus on the struggles of the pioneers or Native Americans and provides logical sequence or order of ideas Clearly supports the focus with carefully chosen details and transitional expressions that link one paragraph to another in a well-planned and logical order Includes an introduction that orients the reader and concluding paragraph that summarizes the main points 	<ul style="list-style-type: none"> Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors do not interfere with the reader’s understanding of the writing
3 Proficient	<ul style="list-style-type: none"> Establishes a controlling idea that identifies the struggles of the pioneers or Native Americans and is supported by evidence that illustrates how either group dealt with the challenges (2.3 b) Develops the topic with simple facts and details that help the reader visualize the struggles (2.3 c) 	<ul style="list-style-type: none"> Writes a multiple-paragraph position paper that establishes a topic (the partice that establishes a focus on the struggles of the pioineers or Native Americans and indicates a sequence or order of ideas (1.2 b) Supports the focus with details and transitional expressions that link one paragraph to another in a logical order (1.2 b) Includes appropriate introduction and concluding paragraph that summarizes the main points (1.2 c) 	<ul style="list-style-type: none"> Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors do not interfere with the reader’s understanding of the writing
2 Partially Proficient	<ul style="list-style-type: none"> Establishes an idea that may or may not identify the struggles of the pioneers or Native Americans and may or may not be supported by evidence that illustrates how either group dealt with the struggles Develops the topic with some facts or details that may or may not give the reader a sense of the struggles 	<ul style="list-style-type: none"> Writes a multiple-paragraph article that may not clearly stay focused on the struggles of the pioneers or Native Americans and may not indicate a sequence or order of ideas Generally supports the focus with details and transitional expressions that may be vague and may not clearly link paragraphs together May include an introduction and concluding paragraph that does not summarize the main points 	<ul style="list-style-type: none"> Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors may interfere with the reader’s understanding of the writing
1 Not Proficient	<ul style="list-style-type: none"> Idea is vague, does not clearly identify the struggles of the pioneers or Native Americans, and has little supporting evidence that illustrates how the struggles were met Topic includes few facts or details that make it difficult for the reader to visualize the challenges 	<ul style="list-style-type: none"> Writes a single-paragraph article that does not stay focused on the struggles of a frontier family with no sequence or order of ideas Few details are provided and no transitional expressions are used to link paragraphs May include an introduction but ends abruptly with no summary of the main points 	<ul style="list-style-type: none"> Contains numerous errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors interfere with the reader’s understanding of the writing

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